



THE GRAND STAND

VOLUME 1, NO. 2

GOVERNOR'S COMMITTEE
FOR THE PHYSICALLY HANDICAPPED

AUGUST, 1975

INTERVIEWING THE QUALIFIED HANDICAPPED JOB APPLICANT

The goal of selective placement for handicapped individuals has been the purpose of Vocational Rehabilitation Agencies in Pennsylvania since 1919. It has always made "dollars and sense" to expand the effort to reclaim lives through entry or re-entry into the mainstream of American Society via a suitable vocation. Productive jobs for handicapped individuals reduces tax drain. National resources are expanded with new tax revenues. Social problems decrease.

Through restorative services, training and counseling handicapped individuals are being prepared for work. Many times, though, employers are not prepared to hire these job-ready applicants. The affirmative action section of the Vocational Rehabilitation Act of 1973 is intended to make employers aware of this virtually untapped human resource. This Seminar is an affirmative action on the part of the Pa. Bureau of Vocational Rehabilitation to assist employers in understanding and accommodating this employer population.

The Pennsylvania Bureau of Vocational Rehabilitation in cooperation with the Bureau for the Visually Handicapped and the Bureau of Employment Security is presenting a series of seminars for personnel interviewers in private industry, state and federal government in September 8-11, October 20-23, November 17-20, December 1-4, January 5-8, February 2-5, March 8-11, April 12-15, May 3-6 and June 7-10, in which the objectives are:

1. Have an awareness of the Pennsylvania resources available to employers and handicapped employees which can aid in job placement and retention.
2. Be knowledgeable about the residual assets and liabilities involved in blindness,

communicative disorders, musculoskeletal disabilities, mental retardation, mental illness and other severe impairments.

3. Be able to structure the opening segment of an interview situation to facilitate rapport and communication with a handicapped individual.

4. Be more comfortable in situations involving handicapped persons.

There is no charge for these Seminars other than a registration fee of \$10.00 per participant to cover the cost of the opening dinner, and coffee breaks.

For further information: Contact Don Kuhns, Project Director, Room 1316, Labor and Industries Bldg., Harrisburg, Pa. 17120, Phone (717) 787-6523 or 5098.

SNYDER HONORED

At the eighth annual meeting of the World Organization for Human Potential held in Philadelphia, Gov. Shapp's advocate for the physically handicapped, John H. Snyder, has received the Brazilian Gold Medal of Honor for services to the handicapped.

ANTI-DISCRIMINATION LAWS

Pennsylvania Human Relations
Commission

The Pennsylvania Human Relations Commission announces the addition of the handicapped and disabled population to the anti-discrimination laws of the Commonwealth.

In Pennsylvania, it is against the law to deny employment, housing, education or services open to the public because of a person's race, color, religious creed, ancestry, national origin, handicap or disability, sex or age (40-62 in employment only).

If you believe that you have been a victim of a discriminatory act or practice, write, phone or visit the nearest office of the PENNSYLVANIA HUMAN RELATIONS COMMISSION, or the PENNSYLVANIA HUMAN RELATIONS HEADQUARTERS OFFICE, 100 N. Cameron St. — 2nd floor, Harrisburg, Pennsylvania 17101, Homer C. Floyd, Executive Director (717) 787-4410.

Pennsylvania Recreation and Park Service



Johns H. Snyder, the Governor's Advocate for the Physically Handicapped, introduced Lt. Governor Ernest P. Kline at the recent P.R.P.S. Annual Conference. Lt. Governor Kline spoke of the need to integrate the handicapped into the community and the important role that recreators have in implementing this process.

THE PHYSICALLY HANDICAPPED PUPIL: SOME REDIRECTIONS FOR EDUCATIONAL PLANNING*

*Peter Boardman, M.S.
Assistant Director of
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Unit, Blue Bell, Pa.*

The medical and psychoeducational disciplines concerned with the physically handicapped child are under pressure from parents to provide extensive remediation services. Although these parents have banded together out of a common need, it must be realized that the category "physically handicapped" does not represent a single homogeneous entity. Rather, it embraces a variety of conditions loosely described as physical handicaps.

Traditional models of special education instruction for physically handicapped children have used diagnostic labels which stress what the child cannot do, i.e., they take into account functional disabilities (in walking, feeding, etc.) in addition to problems in academic training. Most comprehensive programs for physically handicapped children include, in addition to the classroom teacher's program, ancillary services of the speech, physical, and occupational therapies. These latter services are considered secondary to the educational program for the class. The general intent is to remediate and rehabilitate the child within a curriculum that is a modification of, but consistent with, the design of general education programs. Where has this model of habilitation and education led us, and what are alternative programs?

The physically handicapped category was one of the earliest exceptionalities to receive federal assistance. No other class of handicap received rehabilitative services equivalent to those provided to the physically handicapped by the nation during the 1930s and 1940s (in large part due to public awareness of President Roosevelt's physical handicap). Following the introduction of the polio vaccine, the majority of physically handicapped children presented (and continue to present) problems which arose from genetic, para-natal, and adventitious events. These children had been there all along, but they had been provided services chiefly because they had been grouped together with the post-polio children who had received national attention. However, an important difference between these two groups has implications for educational programs. Usually the post-polio child retained his intellectual capacity, and prosthetic devices (braces, wheelchairs, etc.) made it possible for the educational structure and programs to accommodate him. This is not true for the genetic, birth-defect, and traumatic group, where the degree of impairment may be diffused throughout the organism.

Today the physically handicapped child faces a number of unique problems. For example, the present wheelchair

design has scarcely been modified since medieval times; advances in technology have supplied only the capacity for a self-contained, motorized drive. Thus the wheelchair is not adapted to realities of the modern environment: curbs, steps, easy storage, to name a few.

Classic posters of physically handicapped children, which show them wearing long leg braces, do not convey that these braces can add 10 to 20 pounds of deadweight to the already overworked skeletomuscular frame of the child. Since the intent of bracing is support and increased motor efficiency, the need to develop more manageable devices (e.g., exo-skeleton or other light-weight plastic appliances) is crucial. The same observation applies to personal assisting appliances, e.g., school furniture and instructional artifacts. Human engineering personnel must develop remedial devices and materials which are suitable for the diverse motor limitations of physically handicapped children.

Another obvious example of environmental problems is the inappropriate architecture of public lodging and government buildings. A parent who travels with his physically handicapped child must search extensively for lodging that can accommodate the child's personal needs (food, sleep and personal hygiene), and the same is true of community facilities. Because the child encounters these often insurmountable physical problems outside the school, he must perforce depend on his daily instructional program for any sort of social experience.

The social environment and the social distance of these children are central areas for concern and study. Doctors and habilitation specialists often concede that they may see a child only prior to his attendance at school and after dismissal or graduation. The school thus becomes, by default, a self-maintaining continuum that does not address itself to the tasks of preparing and counseling the child for his life after he leaves school. Moreover, organizations concerned with helping the physically handicapped to adjust to community life usually draw their funding from charitable sources; as a result, a spirit of volunteerism has developed in the community attitude toward the handicapped, rather than a legal mandate that the rights of all individuals, whether handicapped or not, be respected.

Programs for these children should provide appropriate adaptations of the education and training alternatives that general education offers to nonhandicapped students, e.g., vocational training. (This is especially important because, as stated, a significant number of physically handicapped children show concomitant educational difficulties and lack the potential for higher education). Adaptation of programs in regular vocational-technical schools is further required because of the severe motoric impairment of these children. In planning for a vocational curriculum especially designed for the physically handicapped, it would be useful to survey a portion of the adult physically handicapped

population to ascertain what occupations they have entered successfully.

A further problem is that there are few institutions of higher learning in this county that have the facilities and services necessary to accommodate the intellectually qualified but physically handicapped student. Compounding the problem are transportation logistics, particularly if the college is out of state. A logical alternative might be for community colleges to provide higher education and advanced technical training to these college-bound students.

A twofold concern remains: children with terminal disorders, such as muscular dystrophy, and severely impaired children who ultimately require residential placement. Until recently, the physically handicapped child with a terminal disorder did not outlive his schooling. However, modern medical management has extended his life span to early adulthood or later. The unremitting nature of neuromuscular diseases and their progressive impairment further isolate him. The paramount issue then becomes what educational goals to set for this student. Nonvocational, affective education may help him and his family to live a rewarding life. The same may be true for children who will require residential placement. Avocational activities, such as shortwave ham radio and photography, have been successfully taught to physically handicapped persons.

A final and general observation regarding every physically handicapped child: At some point a cooperative determination must be made among the parent, school, and, most important, the physically handicapped pupil concerning what his life style is to be and how this life style can be facilitated by special education services.

**This article reprinted from PRISE Reporter # 4, April 1973.*

MAINSTREAM

Mr. Guy C. McCombs, III
Director of Special Programs
Edinboro State College

Edinboro State College was selected as a Commonwealth Wheelchair Campus by the Department of Education and Bureau of Vocational Rehabilitation.

Edinboro and the disabled are challenging modern man's present environment by pushing toward a barrier-free future. A pioneer project will help to open new horizons in higher education. This achievement means not only the removal of architectural obstacles, but the development of a sensitive understanding on the campus and in the community.

Project MAINSTREAM came into being through the joint cooperation of Edinboro State College, the Edinboro Foundation, Lake Area Health Education Center (LAHEC), United Cerebral Palsy of Pennsylvania, Bureau of Vocational Rehabilitation, Pennsylvania Department of Education, and various other public and private agencies.

The objectives of this project are to:

1. Provide a residential facility and training program to stimulate developmentally disabled persons to reach their optimal level of performance in higher education.
2. Provide experiences for the college student in disciplines related to the developmentally disabled.
3. Provide the developmentally disabled with life enrichment experiences and self-help skills.
4. Programs will be individualized, dependent upon needs of the individual, and may include:
 - a — speech therapy and communication skills
 - b — physical therapy
 - c — social activities
 - d — vocational training
 - e — counseling — peer, group, individual

There are also vocational programs for the physically handicapped and a summer program to give the students a head start in becoming familiar with the campus and college life in general.

The mainstream program has gone through a series of positive transitions in its development.

There is evidence, through the interest generated by the Edinboro State College's Academic, administrative and maintenance branches, and through the student body, that this past year has been a productive year. BVR has been greatly helpful in the sponsorship of about 85% of the individuals in the program, and United Cerebral Palsy was instrumental in the initial structure and has continued an ongoing supporting relationship with the program. The helping hand provided by community volunteers, assistance in schedule provided by Academic Affairs, cooperation from work-studies personnel in the Financial Aid Office, and snow removal of special wheelchair routes during the winter also show the interest that various groups have taken in the Mainstream Program.

The student population of handicapped individuals has gone from the original group of 7 to 28 participants this semester, with Admissions now accepting new students for a proposed 50 handicapped students on campus by fall of 1975.

A 5-year projection predicts that there will be 300 handicapped individuals at Edinboro State College.

The Scot Hall facility is nearing total renovation and has aided much in the development of the Mainstream concept, housing the disabled individuals, while Commonwealth dorms near their internal renovation completion. The summer will begin actual "mainstreaming" of individuals from Scot to various dorms on campus, making way for new participants that require the more intensive personal care that is provided for those needing more than just physical support in their quest for a college education.

The first few months of operation stimulated a series of problems and situations that were resolved by experience. Scheduling problems were complex — primarily in transporting

students to and from class via wheelchair pushers and by vans particularly during inclement weather.

However, no serious problems evolved from the lack of a good system. The program was very family-like in nature. The more severely disabled were housed in a private dormitory facility (Scot Hall) adjacent to the Edinboro State College campus which also housed a majority of the program employees. (Participants and workers contributed suggestions to the renovation of Scot Hall by meeting with contractors, architects and college personnel involved in campus renovation as well).

Data gathered from the first six months of operation provided a clearer definition of the participants disabilities, and produced enough information for analysis of new applicants by the project staff. Through review of psychological records and conversations with the prospective participant's counselor, the estimated care and aids each person would require to productively matriculate for a semester was determined.

After a definition and determination of the needs and costs of each potential participant applying to the Mainstream/Wheelchair Project at Edinboro State College, (employees and volunteers) were scheduled for a prescribed number of hours to assist the handicapped as needed.



Rotary District Governor Ben Forrest (right) of District 739 receives thanks from William E. Graffius, Executive Director of Pa. Eastern Seal Society for the work and contributions of over \$20,000. to renovate and equip the kitchen at Easter Seal's Camp Harmony Hall. Hats off to all the service clubs and organizations who do so much to help the handicapped.

GOVERNOR'S COUNCIL ON PHYSICAL FITNESS & SPORTS

**by Archibald B. Simons
Pa. Dept. of Health**

In April 1974 a Planning Committee was convened for the purpose of developing a Governor's Committee on Physical Fitness and Sports.

Monthly meetings have been held and a Statement of Purpose was approved. The Committee, under the Chairmanship of Archibald B. Simons, also recommended that an Executive Order be written to establish a Governor's Council. The Statement of Purpose as adopted is as follows:

Two of the more fundamental purposes of any government are to promote the health and well being of its citizens and to afford them the opportunity to develop their potentialities to the fullest. Anything that will facilitate these noble goals is the proper concern of government and the agencies thereof. Therefore, the physical fitness of the citizens of Pennsylvania has become a concern of the Governor of the Commonwealth. Nothing is so basic to the health, well being and productive capacity of an individual as the possession of a healthy body.

The President's Council on Physical Fitness and Sports defines physical fitness as "... the ability to carry out daily tasks with vigor and alertness, without undue fatigue and with ample energy to enjoy leisure time pursuits and to meet unforeseen emergencies." It should be noted that this definition implies more than the mere absence of disease and means more than simply struggling through a day's work.

Ever since President Kennedy alerted the country to "The Soft American", evidence has been accumulating that modern technology is taking its toll of human resources. No longer do the majority of our citizens work at tasks that make physical demands on their bodies. This lack of physical activity may increase the risk of developing conditions such as coronary heart disease, obesity and chronic low back pain, and lead to a diminished energy reserve for full participation in the tasks and pleasures of life.

In order to compensate for the lowered physical demands of our technological society, it is desirable to engage in a planned regular program of physical activity. In this way we can hope to develop and maintain optimal health and vigor. A recent national survey has indicated that, although slightly over 50% of American men and women do engage in some form of physical activity, only a small minority do so with sufficient dedication to improve or even adequately maintain a desired level of fitness.

Therefore, in order to promote the health and well being of all Pennsylvanians by encouraging them to participate in regular physical activity, a Governor's Council on Physical Fitness and Sports is proposed for the Commonwealth.

The functions of the Governor's Council on Physical Fitness and Sports would be:

A. To supplement and complement the activities of the President's Council on Physical Fitness and Sports by

1. Enlisting the active support of individual citizens, civic groups, professional associations, amateur and professional sport, voluntary organizations and others in efforts to promote and improve physical fitness programs for all citizens.
2. Seeking the strengthen and coordinate State services and programs relating to physical fitness.
3. Encouraging local governments

in efforts to enhance physical fitness opportunities.

4. Systematically encouraging the development of community-centered and other physical fitness programs.
 5. Developing cooperative programs with medical, dental and similar professional societies to promote sound personal health and fitness practices.
 6. Stimulating physical fitness research, and
 7. Assisting educational agencies in developing quality school health and physical education programs.
- B. To serve as an agency for recognizing outstanding developments, contributions and achievements in physical fitness.
- C. To collect and disseminate pertinent physical fitness information and news of noteworthy developments in different areas of the State and in other areas of the country.
- D. To sponsor physical fitness workshops, clinics, conferences and other special emphasis activities.
- E. To initiate public service advertising campaigns and other public support programs.

An initial draft of the Executive Order has been written and the naming of the Council members is expected sometime in early September.

NEW MOVIE AVAILABLE "A MATTER OF CONVENIENCE"

This 16mm film is about a group of young skiers on the slopes of Lake Tahoe. They are blind and amputees who refuse to accept the stereo-type "helplessness", and in so doing, illustrate the difference between a disability and a handicap.

This Film is available, free of charge. To borrow the film contact the Governor's Office for Human Resources, 504 State Street Building, Harrisburg, Pa. (717) 783-8348.

THE GRAND STAND
123 Forster Street, Harrisburg, Pa. 17126

TWO COUNTIES INITIATE PROGRAM AND FACILITY FOR THE HANDICAPPED POPULATION

Lancaster County, under the leadership of Edward L. Schwar, Jr., Executive Director, is developing an architecturally Barrier-Free Garden for the handicapped, located in the Lancaster County Central Park.

The park uniqueness will be waist-high plantings, waterfalls that can be touched from a wheelchair, plants labeled in Brail and large letters and visitors to the park will be encouraged to feel taste and smell the different varieties. Cassett recorders will be provided to describe plantings and surroundings.

In Westmoreland County, handicapped residents will soon be involved in the sport of fishing at Twin Lakes Park near Luxor. Carl Mancuso, County Parks and Recreation Director indicated that fishing peers for the handicapped and other related facilities will be available when the project is completed.

SAY IT WITH A PHOTOGRAPH

The newsletter wishes to thank its readers for spreading the word and sending us many articles for print.

We encourage you to send photographs to help in spreading your word.

Articles for publication will be accepted by:

George W. Severns, Jr.
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THE GRAND STAND
c/o 123 Forster Street
Harrisburg, Pa. 17102

or

John H. Snyder
Governor's Advocate for the
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Harrisburg, Pa. 17120

The Governor's Committee for the Physically Handicapped reserves editorial rights on all articles.

MARK YOUR CALENDAR

August 7-11, 1975
International Special Olympics
Central Michigan University
Mt. Pleasant, Michigan

August 18-19, 1975
Annual Health Conference
Temple University
Philadelphia, Pa.

August 31 & September 1st
Muscular Dystrophy Telethon

September 5
Visually Handicapped
Business Enterprise Advisory Committee
Pittsburgh Hilton Hotel

September 6
Statewide Operators Meeting of the Business Enterprises Program
Pittsburgh Hilton Hotel

September 9
Annual Conference; Governor's Committee on Employment of Handicapped
Hershey Motor Lodge

September 9
Governor's Committee on the Employment of the Handicapped
Hershey Convention Center

September 17
Arthritis Foundation - one-day seminar at Geisinger Medical Center
Current Concepts Rheumatoid Arthritis for Practicing Physicians

September 18
State Task Force on Right To Education Meeting
123 Forster Street
Harrisburg, Pennsylvania

September 29 (week of)
Arthritis Foundation
Lawrence J. Kagen, M.D.
Visiting Professor in Rheumatology
Hershey Medical Center
and Pennsylvania area hospitals

October 2 & 3
PARF's Sixth Annual Conference
Valley Forge Sheraton Hotel

October 16
State Task Force on Right To Education Meeting
Scranton Area - (exact location to be named later)

October 23, 24, 25
Easter Seal Society Convention & Professional Institute in Philadelphia

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